



## 2009-2010 William F. Goodling Even Start Family Literacy Grants

Michigan Department of Education  
Office of Early Childhood Education and  
Family Services

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## Why are we here?

- To understand Even Start as a family-centered education program which involves parents and children
- To highlight the importance of coordination and collaboration in Even Start projects
- To review the steps in developing an Even Start grant proposal
- To discuss the competitive timeline



## Michigan Even Start— Quick Facts

- For 2009-2010, the competitive round of applications will be due Thursday, March 20, 2009
- Federal allocation to Michigan estimated at \$2.3 million in 2009 with most recent estimate at \$2,327,324
- Approximately \$1.545 million needed for current grants
- Approximately \$643,000 available for competitive grants
- Funding is sufficient for three grants

3



## 2008-2009 Projects in 4<sup>th</sup> Year of a 4-year Cycle

- Urban Programs – 2
  - Southwest Counseling Solutions/Detroit Public Schools
  - Wayne-Metro Community Action Agency/Hamtramck Public Schools
- Rural Programs – 1
  - Public Schools of Calumet-Laurium-Keweenaw/Keweenaw Family Resource Center

4



The map displays Minnesota's counties, color-coded to show program funding and service areas. A legend on the left indicates:

- Funded Programs:** Represented by a solid dark green color.
- Counties served by programs headquartered in adjacent counties:** Represented by a lighter green color.

Counties shaded dark green (Funded Programs) include: Anoka, Hennepin, Ramsey, and Washington.

Counties shaded light green (Counties served by programs headquartered in adjacent counties) include: Aitkin, Carlton, Cook, Grant, Itasca, Lake, Lincoln, Marshall, Mower, Olmsted, and Winona.

Other counties shown on the map include: Agate, Becker, Big Lake, Blue Earth, Brown, Cass, Chippewa, Clearwater, Clay, Cleveland, Columbia, Cook, Crow Wing, Dakota, DeKalb, Douglas, Fillmore, Fond du Lac, Franklin, Goodhue, Hamilton, Hancock, Harbison, Hennepin, Houston, Jackson, Johnson, Kanabec, Kandake, Keweenaw, Lake, Lincoln, Marshall, Mower, Olmsted, and Winona.

- Help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as "Even Start".

## Family Literacy Definition Appears in

- Adult Education and Family Literacy Act (Work Force Investment Act)
- 9101(20) of the Elementary and Secondary Education Act of 1965 (ESEA) – (No Child Left Behind Act of 2001)
- Community Services Block Grant Act

7



Family literacy: services provided to participants on a **voluntary** basis that are of sufficient **intensity** in terms of hours, and of sufficient **duration** to make **sustainable changes** in a family, and that **integrate** all of the following activities:

8



## Components

- Interactive literacy activities between parents and their children.
- Training for parents regarding how to be the primary teacher of their children and full partners in the education of their children.
- Parent literacy training that leads to economic self-sufficiency.
- Age-appropriate education to prepare children for success in school and life experience.

9



“Family Literacy is not merely adding education or academic components together, but is the creation of a totally integrated system of instruction that ensures transfer to the home.”

Policy Makers Guide to Family Literacy, National Center for Family Literacy, 1994, p 39.

10



## Requirements from Statute

● Sec 1231 The program shall

- (1) Be implemented through cooperative projects that build on high-quality existing community resources to **create a new range of services;**
- (2) Promote the academic **achievement** of children and adults;
- (3) Assist children and adults from low-income families to achieve to challenging State **content standards** and challenging State student **achievement standards;** and
- (4) Use instructional programs based on **scientifically based reading research and addressing the prevention of reading difficulties for children and adults, to the extent such research is available...**

11



## Scientifically-Based Reading Research (SBRR)

- The application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction and reading difficulties.

12



## Scientifically-Based Reading Research

- The research must
  - Employ systematic, empirical methods that draw on observation or experiment;
  - Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

13



## Scientifically-Based Reading Research

- The research must
  - Rely on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
  - Have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review.

14



## Building on Existing Resources

- District, consortium and ISD resources
- Large-scale community resources
- Small-scale community resources



15



## Promoting Academic Achievement

- Integrate this effort with national and state initiatives
- Activities have academic success as focus



16





## Michigan & Standards

- Early Childhood Standards of Quality
  - Infant and Toddler Programs
  - Prekindergarten
  - Out-of-School Time/After School Programs
  - [www.michigan.gov/ece](http://www.michigan.gov/ece)
- Grade Level Content Expectations (GLCEs):
  - [www.michigan.gov/glce](http://www.michigan.gov/glce)
- High School Content Expectations
  - [www.michigan.gov/highschool](http://www.michigan.gov/highschool)
- GED and ESL Content Standards
  - (ABE will be posted)
  - [www.michigan.gov/adulteducation](http://www.michigan.gov/adulteducation)

17



## Eligible Applicants

- A partnership between:
  - a local educational agency applying in collaboration **WITH**
  - a non-profit community-based organization,
  - public agency,
  - institution of higher education, or
  - other public or private non-profit organization of demonstrated quality, OR

18



## Eligible Applicants

- A partnership between:
  - A community-based organization or other public or private non-profit organization of demonstrated quality applying in collaboration with a local education agency
- A “new eligible entity” may be created, page 2 of instructions
  - New partnership with different fiduciary
  - Change in primary collaborative partners
  - New target population/service area or
  - Significant change in implementation model

19



## Potential LEA partners

- |                                             |                                                        |
|---------------------------------------------|--------------------------------------------------------|
| • Colleges, universities, technical schools | • Faith-based organizations                            |
| • Head Start, Early Head Start              | • Local, county and state government agencies          |
| • Child care or preschool programs          | • Community-based public or private nonprofit agencies |
| • Literacy Councils                         | • Private schools                                      |
| • Volunteer or service groups               | • Foundations, civic organizations                     |

20



## Building the Even Start Project



21



## Building the Even Start Project

- Identification and recruitment of families most in need



- Screening and preparation of parents, including teenage parents and children

22



## Building the Even Start Project

- Accommodation to participant's work schedule and other responsibilities



- High-quality, intensive instructional programs for all participants

23



## Building the Even Start Project Highly Qualified Staff

- Project staff whose salaries are paid partially or totally with federal Even Start funds
- All **new instructional staff hired** after the enactment of the law (12/21/00) must meet the qualifications

24



## Instructional staff

- Staff **must** have obtained an associate's, bachelor's, or graduate degree in a field related to
  - Early childhood education
  - Elementary or secondary school education
  - Adult education

● **AND**

25



## Instructional staff

- Meet state qualifications for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program.

26



## Administrator

- Must receive training in the operation of a family literacy program. State may assist with this requirement.



27



## Paraprofessional Staff

- Must have a high school diploma or its recognized equivalent (if providing support for instruction).



28



## Building the Even Start Project

- Special staff training



- Integrated instructional home-based programs

29



## Building the Even Start Project

- Operate on year-round basis



- Coordinate with other programs

30



## Building the Even Start Project

- Use SBRR for programs



- Attendance and longevity

31



## Building the Even Start Project

- SBRR for Readiness



- Continuity

32





## Building the Even Start Project

- Serve families most in need



- Provide independent evaluation of program

33



## Eligible adult participants

- eligible for adult education and literacy activities
- are within the compulsory school attendance age range, but LEA must pay for the basic education piece

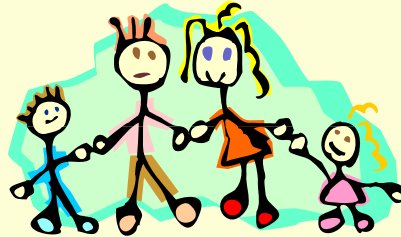


34



## Eligible child participants

- the child or children of the adult participants
- from birth through age seven
- pregnant women cannot be enrolled, can be transitioned



35



## Expanded eligibility

- Families with eight year olds and older can be served if Title I, Part A pays for the child participation expenses
- Focus must remain on families with young children



36



## Other participants

- Family members of eligible participants may participate in activities and services when appropriate to serve the purpose of Even Start.



37



## Applying for Even Start Funds

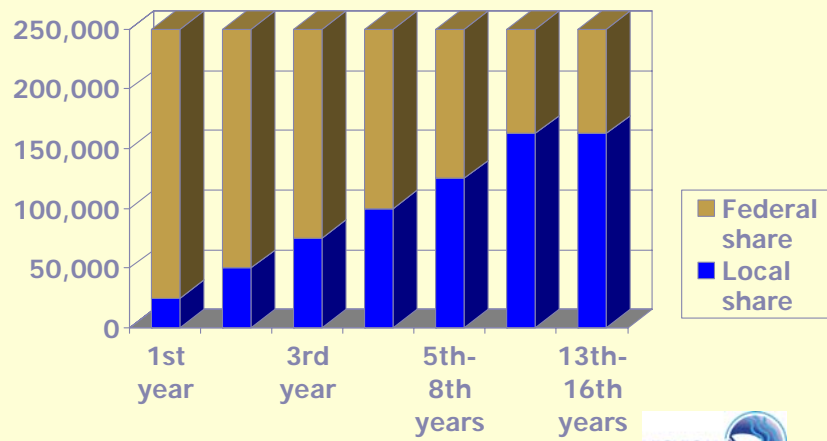
- Specific items to be addressed are in the law.
- Items are in the “highly recommended” section of the rubrics.



38



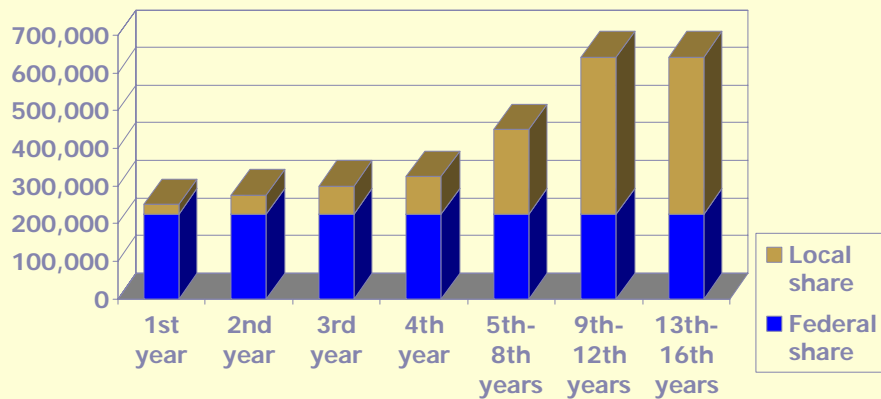
## Consider increasing local contribution



39



## Consider increasing local contribution



40



## Review Team

- Early childhood professional
- Adult education professional
- One with expertise in family literacy programs
- And may include:
  - Parent-child educational organization rep
  - Community-based literacy organization rep
  - Local school board member
  - Business-industry representative
  - Person involved in previous implementation

41



## Timeline

- Application due March 20, 2009
- Reviewers mailed applications March 27
- First review session, April 17, 2009
- Second review session, May 1, 2009
- Recommendations to Superintendent by May 8, 2009
- Letters to all by June 1, 2009
- Fiscal year July 1, 2009 to June 30, 2010

42



# Developing the Application

## Total Points Possible, 185

- Application cover sheet
- Assurances
- Primary partner
- Abstract, **5 points**
  - Clear
  - Succinct
  - Each category covered
  - Number of families
  - One page only
  - Write this last
  - Font size

43



IM-02-25  
(Page 3)

PROJECT ABSTRACT	
NAME OF APPLICANT:	
PROJECT NAME:	
<b>INSTRUCTIONS:</b> The Project Abstract MUST be for the program year and address/include the following categories: <ul style="list-style-type: none"><li>• Program Year (e.g. 2009-2010)</li><li>• Statement of Needs</li><li>• Description of Project (including number of participants targeted and the three-year target age range for children)</li><li>• Qualifications of Key Personnel</li><li>• Applicant's Commitment and Capacity</li><li>• The Project Abstract should be limited to a single page of text.</li></ul>	
<b>STATEMENT OF NEEDS:</b> (Include target population(s).)	
<b>DESCRIPTION OF PROJECT:</b> (Also serves as summary.)	
<b>QUALIFICATIONS OF KEY PERSONNEL:</b>	
<b>APPLICANT'S COMMITMENT AND CAPACITY:</b>	

44



## Narrative Proposal— **165 points**

- Address four key areas, 60 page limit
  - Need for Project
  - Collaboration
  - Proposed Project Model/Likelihood of Success
  - Evaluation of Program Success
- Attachments of relevant support documents will be considered

45



## Need for the Project

### **Points Possible, 15 Plus 20**

- Demographics of the area
- Target population & number of participants
- What's already happening (and not happening)
- **20 Priority Points for:**
  - Empowerment
  - Enterprise**OR**
  - High levels of need

46



## Coordination, Cooperation and Collaboration

### 35 Points Possible

- Survey of providers
- Agreements
  - At least six attached
- Other cooperative efforts described
  - Transition activities
- Building on services

47



## Proposed Project Model/ Likelihood of Success

### Points Possible, 45 Plus 35

- |                                                                                                                                                                             |                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| • Research base                                                                                                                                                             | • Prior success                                            |
| • How will the Model be implemented? <ul style="list-style-type: none"><li>• Center-based</li><li>• Home-based</li><li>• Mixed</li><li>• 3 year age range service</li></ul> | • Plan of operation; technique to serve those most in need |
|                                                                                                                                                                             | • Implementation Plan form                                 |
|                                                                                                                                                                             | • Continuity of services                                   |

48





## Proposed Project Model/ Likelihood of Success, cont'd

- Objectives and strategies for successful project; **state outcomes**
- Activities, services, timeline
- Personnel, staff training
- Administration plan
- Additional **20** points if application is scored in the “highly” category for past success and has at **least 40** points for the rubric
- Additional **15** points if applicant successfully implemented for 4, 8, 12 or 16 years



49

## Evaluation of Program Success

**15 Points Possible**

- Preliminary evaluation plan
- Success measures
- Strategies for continuous improvement



50

# Budget

## Two parts, 15 Points Possible

- **Summary and Detail, 10 points**
  - Accurate, signed
  - Shows expenditures & what they support; local contribution and its sources
- **Narrative, 5 points**
  - Discusses sources of local contribution, any anomalies in the budget
- **Public School Accounting Manual Appendix of Definitions**
  - [http://www.michigan.gov/documents/appendix\\_33974\\_7.pdf](http://www.michigan.gov/documents/appendix_33974_7.pdf)

51



BUDGET								IM-02-25 (Page 4)
<b>INSTRUCTIONS:</b> The Budget Summary (1) and the Budget Detail (2) must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022).								
<b>1. BUDGET SUMMARY</b>								
CFDA NUMBER: <b>8 4 . 2 1 3 C</b>								
LEGAL NAME OF APPLICANT								
RECIPIENT CODE	GRANT NUMBER	PROJECT NUMBER	PROJECT TYPE	ENDING DATE	FY of Approved Activity			
	100390		<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Carryover	06/30/2010	2010			
FUNCTION CODE	FUNCTION TITLE	SALARIES (1000)	BENEFITS (2000)	PURCHASED SERVICES (2000, 4000)	SUPPLIES & MATERIALS (5000)	CAPITAL OUTLAY (6000)	OTHER EXPENDITURES (7000, 8000)	
110	Instruction -- Basic Needs							
120	Instruction -- Added Needs							
130	Instruction -- Adult/Continuing Education							
210	Pupil Support Services							
220	Instructional Staff Services							
230	General Administration							
240	School Administration							
250	Business Services							
260	Operation and Maintenance							
270	Pupil Transportation Services							
280	Central Support Services							
290	Other Support Services							
300	Community Services							
	SUBTOTALS (Sum of ALL lines above)							
400	Outgoing Transfers & Other Transactions							
999	INDIRECT CHARGES (Not Allowed)							
TOTAL EXPENDITURES		A)						
<b>2. BUDGET DETAIL--</b> Explain each line item, including cash and in-kind contribution, that appears on the Budget Summary, using the indicated function code and title, on a plain sheet.		<b>TOTAL AMOUNT REQUESTED</b> TRANSACTION PURPOSE: _____ <input type="checkbox"/> Original <input type="checkbox"/> Amendment \$ _____			<b>FUNDING:</b> Department of Education Share of Expenditures _____ B) Local Share of Expenditures (Block A Minus Block B) _____ C)			
DATE _____		BUSINESS OFFICE REPRESENTATIVE (Type or Print) _____			SIGNATURE _____			
DATE _____		PROJECT CONTACT PERSON (Type or Print) _____			SIGNATURE _____			

52



## Other factors considered

- Duplication of effort
- Duplication of funding
- Geographical distribution
- Evidence that an applicant has performed satisfactorily on previous projects
- Legislative priorities
  - Balance of urban & rural

53



## Clamp, Staple or Bind

Prepare in the order of the checklist  
found on page 31

Original and Four Copies



# Thank You and Good Luck!

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55

